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SENATE BILL NO. 1522

Offered January 9, 2019

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A *BILL to amend and reenact §§ 22.1-253.13:1, 22.1-253.13:4, and 23.1-907 of the Code of Virginia, relating to dual enrollment and graduation requirements; postsecondary credential, certification, or license attainment.*

Patron—Ruff

Referred to Committee on Education and Health

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-253.13:1, 22.1-253.13:4, and 23.1-907 of the Code of Virginia are amended and reenacted as follows:

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of the Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning, including problem solving and decision making; proficiency in the use of computers and related technology; computer science and computational thinking, including computer coding; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and

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59 related assessments required by the Standards of Quality pursuant to this chapter. Such website shall
60 facilitate the submission of recommendations by educators.

61 School boards shall implement the Standards of Learning or objectives specifically designed for their
62 school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to
63 achieve the educational objectives established by the school division at appropriate age or grade levels.
64 The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

65 The Board of Education shall include in the Standards of Learning for history and social science the
66 study of contributions to society of diverse people. For the purposes of this subsection, "diverse"
67 includes consideration of disability, ethnicity, race, and gender.

68 The Board of Education shall include in the Standards of Learning for health instruction in
69 emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator,
70 including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Such
71 instruction shall be based on the current national evidence-based emergency cardiovascular care
72 guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a
73 program developed by the American Heart Association or the American Red Cross. No teacher who is
74 in compliance with subdivision D 3 of § 22.1-298.1 shall be required to be certified as a trainer of
75 cardiopulmonary resuscitation to provide instruction for non-certification.

76 With such funds as are made available for this purpose, the Board shall regularly review and revise
77 the competencies for career and technical education programs to require the full integration of English,
78 mathematics, science, and history and social science Standards of Learning. Career and technical
79 education programs shall be aligned with industry and professional standard certifications, where they
80 exist.

81 The Board shall establish content standards and curriculum guidelines for courses in career
82 investigation in elementary school, middle school, and high school. Each school board shall (i) require
83 each middle school student to take at least one course in career investigation or (ii) select an alternate
84 means of delivering the career investigation course to each middle school student, provided that such
85 alternative is equivalent in content and rigor and provides the foundation for such students to develop
86 their academic and career plans. Any school board may require (a) such courses in career investigation
87 at the high school level as it deems appropriate, subject to Board approval as required in subsection A
88 of § 22.1-253.13:4, and (b) such courses in career investigation at the elementary school level as it
89 deems appropriate. The Board shall develop and disseminate to each school board career investigation
90 resource materials that are designed to ensure that students have the ability to further explore interest in
91 career and technical education opportunities in middle and high school. In developing such resource
92 materials, the Board shall consult with representatives of career and technical education, industry, skilled
93 trade associations, chambers of commerce or similar organizations, and contractor organizations.

94 C. Local school boards shall develop and implement a program of instruction for grades K through
95 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of
96 Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts
97 and computations, proficiency in the use of computers and related technology, computer science and
98 computational thinking, including computer coding, and scientific concepts and processes; essential skills
99 and concepts of citizenship, including knowledge of Virginia history and world and United States
100 history, economics, government, foreign languages, international cultures, health and physical education,
101 environmental issues, and geography necessary for responsible participation in American society and in
102 the international community; fine arts, which may include, but need not be limited to, music and art,
103 and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or
104 training in a career or technical field; and development of the ability to apply such skills and knowledge
105 in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

106 Local school boards shall also develop and implement programs of prevention, intervention, or
107 remediation for students who are educationally at risk including, but not limited to, those who fail to
108 achieve a passing score on any Standards of Learning assessment in grades three through eight or who
109 fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include
110 components that are research-based.

111 Any student who achieves a passing score on one or more, but not all, of the Standards of Learning
112 assessments for the relevant grade level in grades three through eight may be required to attend a
113 remediation program.

114 Any student who fails to achieve a passing score on all of the Standards of Learning assessments for
115 the relevant grade level in grades three through eight or who fails an end-of-course test required for the
116 award of a verified unit of credit shall be required to attend a remediation program or to participate in
117 another form of remediation. Division superintendents shall require such students to take special
118 programs of prevention, intervention, or remediation, which may include attendance in public summer
119 school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

120 Remediation programs shall include, when applicable, a procedure for early identification of students

who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.

2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.

3. Career and technical education programs incorporated into the K through 12 curricula that include:

- a. Knowledge of careers and all types of employment opportunities, including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;

- b. Career exploration opportunities in the middle school grades;

- c. Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local comprehensive community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law; and

- d. Annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § 23.1-204.1 and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college, or workforce center.

4. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03.

5. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.

6. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

8. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

9. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.

10. An agreement for postsecondary degree attainment with a comprehensive community college in the Commonwealth specifying the options for students to complete an associate degree or a one-year

182 Uniform Certificate of General Studies from a comprehensive community college concurrent with a high
183 school diploma. Such agreement shall specify the credit available for dual enrollment courses and
184 Advanced Placement courses with qualifying exam scores of three or higher.

185 11. A plan to notify students and their parents of the availability of dual enrollment and advanced
186 placement classes; career and technical education programs, including internships, externships,
187 apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based
188 learning experiences; the International Baccalaureate Program and Academic Year Governor's School
189 Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability
190 of financial assistance to low-income and needy students to take the advanced placement and
191 International Baccalaureate examinations. This plan shall include notification to students and parents of
192 the agreement with a comprehensive community college in the Commonwealth to enable students to
193 complete an associate degree or a one-year Uniform Certificate of General Studies concurrent with a
194 high school diploma.

195 12. Identification of students with limited English proficiency and enrollment of such students in
196 appropriate instructional programs, which programs may include dual language programs whereby such
197 students receive instruction in English and in a second language.

198 13. Early identification, diagnosis, and assistance for students with reading and mathematics problems
199 and provision of instructional strategies and reading and mathematics practices that benefit the
200 development of reading and mathematics skills for all students.

201 Local school divisions shall provide reading intervention services to students in kindergarten through
202 grade three who demonstrate deficiencies based on their individual performance on the Standards of
203 Learning reading test or any reading diagnostic test that meets criteria established by the Department of
204 Education. Local school divisions shall report the results of the diagnostic tests to the Department of
205 Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction.
206 Each student who receives early intervention reading services will be assessed again at the end of that
207 school year. The local school division, in its discretion, shall provide such reading intervention services
208 prior to promoting a student from grade three to grade four. Reading intervention services may include
209 the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified
210 teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher
211 provides direct instruction to the students who need extra assistance; and extended instructional time in
212 the school day or school year for these students. Funds appropriated for prevention, intervention, and
213 remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the
214 requirements of this subdivision.

215 Local school divisions shall provide algebra readiness intervention services to students in grades six
216 through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their
217 individual performance on any diagnostic test that has been approved by the Department of Education.
218 Local school divisions shall report the results of the diagnostic tests to the Department of Education on
219 an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student
220 who receives algebra readiness intervention services will be assessed again at the end of that school
221 year. Funds appropriated for prevention, intervention, and remediation; summer school remediation;
222 at-risk; or algebra readiness intervention services may be used to meet the requirements of this
223 subdivision.

224 14. Incorporation of art, music, and physical education as a part of the instructional program at the
225 elementary school level.

226 15. (Applicable to school years before the 2018-2019 school year) A program of physical fitness
227 available to all students with a goal of at least 150 minutes per week on average during the regular
228 school year. Such program may include any combination of (i) physical education classes, (ii)
229 extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local
230 school board. Each local school board shall incorporate into its local wellness policy a goal for the
231 implementation of such program during the regular school year.

232 15. (Applicable beginning with the 2018-2019 school year) A program of physical activity available
233 to all students in grades kindergarten through five consisting of at least 20 minutes per day or an
234 average of 100 minutes per week during the regular school year and available to all students in grades
235 six through 12 with a goal of at least 150 minutes per week on average during the regular school year.
236 Such program may include any combination of (i) physical education classes, (ii) extracurricular
237 athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local
238 school board. Each local school board shall implement such program during the regular school year.

239 16. A program of student services for kindergarten through grade 12 that shall be designed to aid
240 students in their educational, social, and career development.

241 17. The collection and analysis of data and the use of the results to evaluate and make decisions
242 about the instructional program.

243 18. A program of instruction in the high school Virginia and U.S. Government course on all

information and concepts contained in the civics portion of the U.S. Naturalization Test.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

F. Each local school board ~~may~~ *shall* enter into agreements for postsecondary credential, certification, or license attainment with comprehensive community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23.1 that offer a career and technical education curriculum. Such agreements shall specify (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification, or license concurrent with a high school diploma and (ii) the credentials, certifications, or licenses available for such courses.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation. The standards for accreditation shall include provisions relating to the completion of graduation requirements through Virtual Virginia. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the requirements for graduation pursuant to the standards for accreditation and (ii) the requirements that have yet to be completed by the individual student.

B. Students identified as disabled who complete the requirements of their individualized education programs and meet certain requirements prescribed by the Board pursuant to regulations but do not meet the requirements for any named diploma shall be awarded Applied Studies diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the graduation requirements of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Board of Education-approved diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.), to the parent of students who fail to graduate or who have failed to achieve graduation requirements as provided in the standards for accreditation. If such student who does not graduate or complete such requirements is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. (From Acts 2016, cc. 720 & 750: The graduation requirements established by the Board of Education pursuant to the provisions of subdivisions D 1, 2, and 3 shall apply to each student who enrolls in high school as (i) a freshman after July 1, 2018; (ii) a sophomore after July 1, 2019; (iii) a junior after July 1, 2020; or (iv) a senior after July 1, 2021) In establishing graduation requirements, the

305 Board shall:

306 1. Develop and implement, in consultation with stakeholders representing elementary and secondary
307 education, higher education, and business and industry in the Commonwealth and including parents,
308 policymakers, and community leaders in the Commonwealth, a Profile of a Virginia Graduate that
309 identifies the knowledge and skills that students should attain during high school in order to be
310 successful contributors to the economy of the Commonwealth, giving due consideration to critical
311 thinking, creative thinking, collaboration, communication, and citizenship.

312 2. Emphasize the development of core skill sets in the early years of high school.

313 3. Establish multiple paths toward college and career readiness for students to follow in the later
314 years of high school. Each such pathway shall include opportunities for internships, externships, and
315 credentialing.

316 4. Provide for the selection of integrated learning courses meeting the Standards of Learning and
317 approved by the Board to satisfy graduation requirements, which shall include Standards of Learning
318 testing, as necessary.

319 5. Require students to complete at least one course in fine or performing arts or career and technical
320 education, one course in United States and Virginia history, and two sequential elective courses chosen
321 from a concentration of courses selected from a variety of options that may be planned to ensure the
322 completion of a focused sequence of elective courses that provides a foundation for further education or
323 training or preparation for employment.

324 6. (Effective until July 1, 2019) Require that students either (i) complete an Advanced Placement,
325 honors, or International Baccalaureate course or (ii) earn a career and technical education credential that
326 has been approved by the Board, except when a career and technical education credential in a particular
327 subject area is not readily available or appropriate or does not adequately measure student competency,
328 in which case the student shall receive satisfactory competency-based instruction in the subject area to
329 earn credit. The career and technical education credential, when required, could include the successful
330 completion of an industry certification, a state licensure examination, a national occupational competency
331 assessment, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills
332 assessment.

333 6. (Effective July 1, 2019) Require that students either (i) complete an Advanced Placement, honors,
334 or International Baccalaureate course or (ii) earn a career and technical education credential that has
335 been approved by the Board, except when a career and technical education credential in a particular
336 subject area is not readily available or appropriate or does not adequately measure student competency,
337 in which case the student shall receive satisfactory competency-based instruction in the subject area to
338 earn credit. The career and technical education credential, when required, could include the successful
339 completion of an industry certification, a state licensure examination, a national occupational competency
340 assessment, the Armed Services Vocational Aptitude Battery, or the Virginia workplace readiness skills
341 assessment. The Department of Education shall develop, maintain, and make available to each local
342 school board a catalogue of the testing accommodations available to English language learners for each
343 such certification, examination, assessment, and battery. Each local school board shall develop and
344 implement policies to require each high school principal or his designee to notify each English language
345 learner of the availability of such testing accommodations prior to the student's participation in any such
346 certification, examination, assessment, or battery.

347 7. Beginning with first-time ninth grade students in the 2016-2017 school year, require students to be
348 trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external
349 defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary
350 resuscitation.

351 8. Make provision in its regulations for students with disabilities to earn a diploma.

352 9. Require students to complete one virtual course, which may be a noncredit-bearing course.

353 10. Provide that students who complete elective classes into which the Standards of Learning for any
354 required course have been integrated and achieve a passing score on the relevant Standards of Learning
355 test for the relevant required course receive credit for such elective class.

356 11. Establish a procedure to facilitate the acceleration of students that allows qualified students, with
357 the recommendation of the division superintendent, without completing the 140-hour class, to obtain
358 credit for such class upon demonstrating mastery of the course content and objectives and receiving a
359 passing score on the relevant Standards of Learning assessment. Nothing in this section shall preclude
360 relevant school division personnel from enforcing compulsory attendance in public schools.

361 12. Provide for the award of credit for passing scores on industry certifications, state licensure
362 examinations, and national occupational competency assessments approved by the Board of Education.

363 School boards shall report annually to the Board of Education the number of Board-approved
364 industry certifications obtained, state licensure examinations passed, national occupational competency
365 assessments passed, Armed Services Vocational Aptitude Battery assessments passed, and Virginia
366 workplace readiness skills assessments passed, and the number of career and technical education

completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card.

For the purposes of this subdivision, "career and technical education completer" means a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

In addition, the Board may:

a. For the purpose of awarding credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, appropriate credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

13. Provide for the waiver of certain graduation requirements (i) upon the Board's initiative or (ii) at the request of a local school board. Such waivers shall be granted only for good cause and shall be considered on a case-by-case basis.

14. Consider all computer science course credits earned by students to be science course credits, mathematics course credits, or career and technical education credits. The Board of Education shall develop guidelines addressing how computer science courses can satisfy graduation requirements.

15. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction upon providing the Board with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning.

16. Provide for the award of verified units of credit for a satisfactory score, as determined by the Board, on the Preliminary ACT (PreACT) or Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) examination.

17. Permit students to exceed a full course load in order to participate in courses offered by an institution of higher education that lead to a degree, certificate, or credential at such institution.

18. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction after the student has completed the course curriculum and relevant Standards of Learning end-of-course assessment, or Board-approved substitute, provided that such student subsequently receives instruction, coursework, or study toward an industry certification approved by the local school board.

19. Permit any English language learner who previously earned a sufficient score on an Advanced Placement or International Baccalaureate foreign language examination or an SAT II Subject Test in a foreign language to substitute computer coding course credit for any foreign language course credit required to graduate, except in cases in which such foreign language course credit is required to earn an advanced diploma offered by a nationally recognized provider of college-level courses.

20. Provide for the award of standard units of credit for successfully completing a postsecondary credential, certification, or license attainment program at a comprehensive community college through a dual enrollment agreement. A student completing a one-year program shall earn five standard units of credit and a student completing two one-year programs or a two-year program shall earn 10 standard units of credit. Such standard units of credit shall satisfy credit requirements in any discipline area, not to exceed two standard units of credit in any one discipline area.

E. In the exercise of its authority to recognize exemplary performance by providing for diploma seals:

1. The Board shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a Board of Education-approved diploma and shall award seals on the diplomas of students meeting such criteria.

2. The Board shall establish criteria for awarding a diploma seal for science, technology, engineering, and mathematics (STEM) for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) relevant coursework; (ii) technical writing, reading, and oral communication skills; (iii) relevant training; and (iv) industry, professional, and trade association national certifications.

3. The Board shall establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii)

428 related requirements as it deems appropriate.

429 4. The Board shall establish criteria for awarding a diploma seal of biliteracy to any student who
430 demonstrates proficiency in English and at least one other language for the Board of Education-approved
431 diplomas. The Board shall consider criteria including the student's (i) score on a College Board
432 Advanced Placement foreign language examination, (ii) score on an SAT II Subject Test in a foreign
433 language, (iii) proficiency level on an ACTFL Assessment of Performance toward Proficiency in
434 Languages (AAPPL) measure or another nationally or internationally recognized language proficiency
435 test, or (iv) cumulative grade point average in a sequence of foreign language courses approved by the
436 Board.

437 F. The Board shall establish, by regulation, requirements for the award of a general achievement
438 adult high school diploma for those persons who are not subject to the compulsory school attendance
439 requirements of § 22.1-254 and have (i) achieved a passing score on a high school equivalency
440 examination approved by the Board of Education; (ii) successfully completed an education and training
441 program designated by the Board of Education; (iii) earned a Board of Education-approved career and
442 technical education credential such as the successful completion of an industry certification, a state
443 licensure examination, a national occupational competency assessment, the Armed Services Vocational
444 Aptitude Battery, or the Virginia workplace readiness skills assessment; and (iv) satisfied other
445 requirements as may be established by the Board for the award of such diploma.

446 G. To ensure the uniform assessment of high school graduation rates, the Board shall collect,
447 analyze, report, and make available to the public high school graduation and dropout data using a
448 formula prescribed by the Board.

449 H. The Board shall also collect, analyze, report, and make available to the public high school
450 graduation and dropout data using a formula that excludes any student who fails to graduate because
451 such student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or
452 local law enforcement. For the purposes of the Standards of Accreditation, the Board shall use the
453 graduation rate required by this subsection.

454 I. The Board may promulgate such regulations as may be necessary and appropriate for the
455 collection, analysis, and reporting of such data required by subsections G and H.

456 **§ 23.1-907. Articulation, dual admissions, and guaranteed admissions agreements; admission of**
457 **certain comprehensive community college graduates.**

458 A. The board of visitors of each baccalaureate public institution of higher education shall develop,
459 consistent with Council guidelines and the institution's six-year plan as set forth in § 23.1-306,
460 articulation, dual admissions, and guaranteed admissions agreements with each associate-degree-granting
461 public institution of higher education. Such guaranteed admissions agreements may provide for the
462 guaranteed admission of a student who earns an associate degree concurrently with a high school
463 diploma through a dual enrollment program, in addition to any guaranteed admission for a student who
464 earns an associate degree post-high school.

465 B. The System, in cooperation with the Council and each public institution of higher education, and
466 consistent with the guidelines developed pursuant to subdivision 20 of § 23.1-203, shall establish a
467 one-semester Passport Program and a one-year Uniform Certificate of General Studies Program. The
468 Passport Program shall consist of 15 course credit hours and shall be a component of the 30-credit-hour
469 Uniform Certificate of General Studies Program. Each Uniform Certificate of General Studies Program
470 and Passport Program course shall be transferable and shall satisfy a lower division general education
471 requirement at any public institution of higher education. The Uniform Certificate of General Studies
472 Program and Passport Program shall be available at each comprehensive community college and through
473 the Online Virginia Network.

474 C. The Council shall establish procedures under which a baccalaureate public institution of higher
475 education may seek a waiver from the Council from accepting the transfer of a Uniform Certificate of
476 General Studies Program or Passport Program course to satisfy the requirements for the completion of a
477 specific pathway or degree. A waiver shall not be granted allowing a baccalaureate public institution to
478 (i) generally reject the transfer of all coursework that is a part of the Uniform Certificate of General
479 Studies Program or Passport Program or (ii) generally reject the transfer of a course from the Uniform
480 Certificate of General Studies Program or Passport Program for all pathway maps and degrees. An
481 application for a waiver shall identify with particularity the course for which the institution is seeking a
482 waiver and the particular pathway or degree to which the waiver would apply. The application shall
483 provide justification for the waiver and shall designate alternative courses offered through the System
484 that may be completed by a student in order to complete a transferable, 30-credit-hour Uniform
485 Certificate or 15-credit-hour Passport. The Council shall adopt guidelines regarding the criteria to be
486 used to review and issue decisions regarding waiver requests. Such waiver requests shall only be granted
487 if the baccalaureate public institution of higher education provides evidence that the specified pathway
488 or degree requires a specialized, lower division course not available through the System. Once approved,
489 notice of a waiver granted by the Council shall be included in the online portal established pursuant to

§ 23.1-908.

D. The Council shall develop guidelines for associate-degree-granting and baccalaureate public institutions of higher education to use in mapping pathways for the completion of credits in particular programs of study, including the courses recommended to be taken in a dual enrollment, comprehensive community college, and baccalaureate public institution setting in order to pursue a specific degree or career. Such guidelines shall define the elements of a pathway map and identify the pathway maps to be developed. Initial guidelines adopted for mapping such pathways shall establish a multiyear schedule for the development and implementation of pathway maps for all fields of study.

E. Each baccalaureate public institution of higher education, in cooperation and consultation with the System, shall develop pathway maps consistent with the guidelines established pursuant to subsection D. Such pathways maps shall clearly set forth the courses that a student at a comprehensive community college is encouraged to complete prior to transferring to the baccalaureate institution. The goal of the career education pathway maps shall be to assist students in achieving optimal efficiencies in the time and cost of completing a degree program. Such program map shall also clearly identify the courses, if any, for which the baccalaureate institution has received a waiver from transfer pursuant to subsection C.

F. The Council shall prepare a comprehensive annual report on the effectiveness of transferring from comprehensive community colleges to baccalaureate public institutions of higher education, including a review of the effectiveness of the use of pathway maps in achieving efficiencies and cost savings in the completion of a degree program. The report shall include the following elements: completion rates, average time to degree, credit accumulation, post-transfer student academic performance, and comparative efficiency. The Council shall adopt guidelines for data submission from public institutions of higher education necessary for such report, and all institutions shall report such data in accordance with the guidelines. The report shall be made publicly available on the Council website and on the online portal maintained pursuant to § 23.1-908.

G. Each comprehensive community college shall develop agreements for postsecondary attainment with the public high schools in the school divisions that such comprehensive community college serves specifying the options for students to complete an associate degree, the Passport Program, or the Uniform Certificate of General Studies Program, *or to obtain a postsecondary credential, certification, or license*, concurrent with a high school diploma. Such agreements shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

H. The provisions of this section shall not apply to any public institution of higher education established pursuant to Chapter 25 (§ 23.1-2500 et seq.).